Pupil premium strategy statement

School overview

Detail	Data
School name	All Saints Church of England Primary School
Pupils in school	122
Proportion of disadvantaged pupils	8 (6.7%)
Academic year or years covered by statement	2025-2026
Publish date	September 2025
Review date	July 2026
Statement authorised by	Victoria Morris (Chair of Governors)
Pupil premium lead	Mr. S Webber.
Governor lead	Mandy Caley

Part A: Pupil premium strategy plan

Statement of intent

At All Saints Church of England Primary School, we are committed to delivering a broad and ambitious curriculum, rich in experiences and opportunities for every child. Our aim is for every pupil in our school community to excel, achieve, and become the very best they can be.

The Pupil Premium grant plays a vital role in ensuring equality of opportunity for all pupils, regardless of their circumstances, so that every child has the chance to succeed.

High-quality teaching is central to our approach. Our teachers are passionate about learning and use research-based principles to ensure children make strong progress. Our curriculum is designed to help pupils retain knowledge and deepen their understanding of concepts over time. Starting from each child's individual point, we identify opportunities to support progression and continuity.

We place particular emphasis on rapid progress in Communication and Language, Personal, Social and Emotional Development, and Early Reading.

This strategy sets out how we will use Pupil Premium funding to make a measurable impact on narrowing the attainment gap between disadvantaged pupils and their peers.

Our strategy is focused on identifying what each child needs to be successful and to achieve. In making decisions on the use of Pupil Premium we:

- Ensure we promote equity where pupils are supported to have the same opportunities as others, irrespective of their individual circumstances.
- Ensure all disadvantaged pupils in school have the support they need to make or exceed nationally expected progress rates.
- Focus on supporting our children's health and wellbeing to enable them to access learning at an appropriate level.
- Are mindful of the fact that eligibility for Pupil Premium funding and Free School Meals (FSM) does not equate with pupils being considered 'low ability' because of their social circumstances.

We aim to do this through:

- We provide opportunities to individuals, so that they have similar experiences to their peers.
- Providing a wide range of inclusive enrichment opportunities to increase all children's cultural capital, to support a sense of achievement outside of the academic curriculum and to support individual well-being. This is by ensuring the Pupil Premium allocated enrichment money is used to support families with activities, educational visits and school camp.
- Enabling high quality teaching and learning opportunities within the school and that the needs of pupils are being catered for.
- Reviewing the needs and progress of each individual child so that specific learning opportunities can be provided.
- Delivering high quality focused interventions through academic and social, emotional and mental health support (SEMH).
- Ensuring that all pupils maintain high levels of attendance, which in turn will increase their attainment and further close the gap between disadvantaged children and non-disadvantaged children.

- Regularly review the progress and performance of all pupils to ensure our approaches are impactful.
- Encourage take up of FSM by working closely with our parents and carers in a sensitive and supportive manner, aiming to remove any potential barriers or stigma attached to claiming FSM.
- Ensuring teachers receive necessary CPD to maintain high quality first teaching to then narrow the gap in attainment in the first instance.
- Employ specialist staff to ensure the high quality delivery of the curriculum in PE.
- Communicate with parents and carers to ensure funds are used strategically to provide high quality provision that has an impact on each individual child.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12120
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12120

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal assessments indicates that writing attainment among disadvantaged pupils is below that of non- disadvantaged pupils in KS1 and KS2.
2	Ensure that all children have access to enrichment activities or experiences beyond their immediate surroundings is not inhibited by due to financial implications.
3	Ensure all pupils access additional support to develop social and emotional skills, support well-being and behaviour, including those pupils in receipt of pupil premium.
4	Ensure high quality interactions and communication with parents including PP parent/ carer community within school, including home learning and promoting good attendance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil' progress and attainment in Reading, writing and maths, is in line with national average or better and the gap between PP and non PP pupils has closed.	The attainment gap between pupils eligible for Pupil Premium (PPG) and their peers narrows across all subjects. Attendance and academic achievement improve through consistently differentiated teaching, effective application of the behaviour policy, and strong collaboration with parents. Class sizes remain at or below 30 pupils, ensuring high adult-to-pupil ratios. All children benefit from high-quality, first-class teaching. Pupils in receipt of Pupil Premium funding achieve age-related expectations (ARE) in reading, writing, and mathematics. Teachers use assessment information to plan effectively, close gaps, and implement targeted interventions. Interventions, pre- and post-teaching, and in-class support are in place and regularly reviewed for impact and next steps. Children identified as benefiting from tutoring receive bespoke, tailored support. Pupils make accelerated progress in their learning.
Pupils to have access to a wide range of interventions, a language rich environment, pre-teaching, overlearning and other pupil-specific targeted support	All pupils' academic needs are met to support the narrowing of the attainment gap between PPG and Non-PPG pupils
Pupils to have access to a wide range of enrichment opportunities	Pupils to take part in regular trips, visits and school camp, swimming and other enrichment opportunities both inside and outside of school.
Pupil Premium pupils thrive in school because all social, emotional and behavioural barriers to progress are well-managed or removed.	All children feel safe in school and can identify at least one trusted adult who will advocate for them. Pupils are able to recognise and articulate their feelings and emotions more clearly, supporting access to social and emotional learning and enabling effective self-regulation. The social, emotional, and mental health (SEMH) needs of all pupils are met through our PSHE curriculum and wider

	provision, with targeted SEMH interventions available for those in receipt of Pupil Premium funding. Participation of Pupil Premium pupils in leadership roles is actively promoted and monitored. Our behaviour policy reinforces positive behaviours, celebrates achievement, and applies clear sanctions to improve conduct while supporting SEMH needs. Behaviour incidents recorded among the Pupil Premium cohort are comparable to those of non-PP pupils. End-of-year assessment outcomes show that average attainment for Pupil Premium pupils is in line with their peers across all year groups.
All families including disadvantaged families are supportive of school and value the education and enrichment opportunities their children receive	Pupil Premium families understand the value of extra curricular provision (e.g. clubs, visits and trips) and they are encouraged to access these. Parents and carers are supported to access additional services if needed. Relationships with vulnerable families are strengthened.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *5817*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased adult-pupil ratios through classes with PP children in attendance.	Support in class for all year groups from trained Learning Support Assistants, supporting pupils to access the learning, developing long term memory.	1,2, 3
Provide mentoring and coaching for teachers through supervision sessions to support staff wellbeing.	Support staff wellbeing to reduce stress and burnout by giving staff the time to talk and share their worries/concerns regarding pupils in their care. Supervision sessions allow a chance to share concerns and collaboratively plan ways to provide support.	1, 3

Provide time during the school day for teachers and TA's to meet together to plan, prepare and assess every half term = facilitate collaborative problem solving within the classroom	Engage in a collaborative approach to solving problems and addressing barriers as they emerge to ensure that all staff opinions and observations are included.	1, 3
Develop use of metacognition and self-regulated learning strategies- through supporting staff and staff training, teaching pupils about metacognition, modelling/teacher talk strategies, use of metacognitive talk in the classroom, explicitly teaching pupils how to learn independently	By making adaptations to teaching and learning through the use of explicitly implementing metacognition strategies all pupils will be gain a stronger sense of their metacognitive knowledge and regulation. This will happen through pupils deepening their knowledge of the task strategies and self in order to plan, monitor and evaluate their learning.	1, 2, 3
Training Teaching Assistants/HLTA's on effective teaching strategies and learning strategies such as metacognition	By upskilling and supporting our TA's/HLTA's they will be fully prepared for their role in any given lesson or intervention. Their support will then complement high quality provision from the class teacher.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directed support for Pupils	Targeted support linked to class based activities to ensure access and engagement. Focussed reading, writing and maths interventions to secure depth of understanding in concepts across subjects in disadvantaged pupils' long term memory.	1,2, 3
Targeted 1:1 and small group support focussing on bridging gaps.	One additional afternoon/ morning TA (provide additional 1-1 and/or small group support) Pupils improve with their phonic knowledge and develop deeper reading comprehension skills. Maths knowledge and skills improve. Pupils access support packages including Nessy and Little Wandle.	1

	Additional individual focussed work to support the bridging of gaps in learning.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £*850*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies to support pupils to attend clubs, summer camp, visits and visitors.	To enable children from low income families to take part in Yr6 residential trips. Trips and visits across the school including School Journey, curriculum visits, and workshops in school. Support for attendance at sports after school clubs to develop skills and sportsmanship.	2,
Resources	To enhance the resources available to PP children to ensure equity.	1, 3

Total budgeted cost: £ 12120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Funding Review

Detail	Amount Planned	Actual Income
Pupil premium funding allocation this academic year	£9970	£9970
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9970	£9970

Attainment	Reading	Writing	Maths	combined
8 Children receiving PP in year 1- 5 only.	87%	50%	50%	38%
Non PP 95 pupils	81%	71%	84%	68%

Total received			
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**	**Outcome**
Staff are fully trained to use Precision teaching, Phonic approaches and affective reading approaches.	The EEF guide to pupil premium identifies that teaching as a top priority with a focus of the delivery of High Quality First teaching including CPD opportunities.	1	All Staff have updated training and also specialised in Key Stage 2 support approaches with Little Wandle.

Increased adult-pupil ratios through all classes	Support in class for all year groups from trained Teaching Assistants, developing focussed reading, writing and maths interventions to secure depth of understanding in concepts across subjects in disadvantaged pupils' long term memory.	1,2	38% of pupils attained expected in all subjects by end of year assessment. Y 6 attainment in Reading was 67% All pupils improved their engagement in activities. Two pupils attained expected in reading, writing or maths, although not in all three subjects.
Targeted 1:1 and small group support focussing on bridging gaps.	One additional afternoon TA (provide additional 1-1 and/or small group support) Pupils improve with their phonic knowledge and develop deeper reading comprehension skills. Maths knowledge and skills improve. Pupils access support packages including Nessy and 123 Maths	1	
Camp and trip Subsidy	To enable children from low income families to take part in Yr6 residential trips. Trips and visits across the school including School Journey, curriculum visits, and workshops in school. Support for attendance at sports after school clubs to develop skills and sportsmanship.	2,3	This enabled pupils to attend camp and Educational visits, which they may have been withdrawn from. Pupils were house captains, being voted by their peers, and representatives on the school council. This inclusion supported their wellbeing. Pupils attend clubs and sporting events.
Resources	To enhance the resources available to PP children.	1	Gaps were narrowed by purchasing specific reading resources.